

Date – 28 April 2020

Day - Tuesday

Morning Fitness

Fitness Bingo – Each morning I will have a fitness bingo card for the student's morning fitness. The procedure is as follows: Warm up (3-5 minutes) could include running around the house, skipping, dancing to a favourite song etc. Then student is to do all the exercises on the card. Then have a 1-minute rest. (do this 3 times). Then stretch for 3-5 minutes. This will continue all week. Maybe the whole family could get involved?

Morning Greeting

Hello everyone and welcome back to school. Hope you enjoyed your holidays. Today will be a first, for you and me. With your work package there will be an exercise book to complete work in. For all writing the ruling up expectations are two ruled red pen lines on the first two lines and a margin. For all maths, two red lines on the first two lines and three columns 7cm in width (measurements are 7cm and 14 cm). We have done this at school so the student should be familiar with these expectations. I hope you learn as well as enjoy the activities in this pack. Good luck and work hard. To the student, listen to your parents as they can help you with this information.

Literacy

Reading Activity 1: Breakfast comprehension. (Week 4 Day 1) The student has completed this type of activity before. The process to answer question about an unfamiliar text is as follows: 1. Read the questions first, 2. Understand what the question is asking, 3. Read the text, 4. Read the text again if necessary, 5. Answer the question in full sentence answer. Even though it is a multiple choice activity I would like the student to practice writing full sentence answers that include part of the question and the full answer. To be completed in the exercise book provided. Parent can mark with the student.


Reading Activity 2: The Hummingbird Garden. (This will be used all week) Pre reading – Student to predict what the story might be about using only the title, illustration and prior knowledge. To be written in the exercise book provided. **During Reading** – a. Student to read the whole story, b. read a section out loud to a parent/sibling using expression and appropriate pace. **Post reading** – Summary, the student is to write a summary of the events that happened in the story. (Exercise book) It needs to be shorter than the original text, written in the student's own words and identifies the main ideas only.

Spelling: Student uses his/her background to complete spelling worksheet. Could you call out 7 words from list 16 – 20. Student needs to orally spell the word or write it out. This is to be done every day where possible.

Recess

Literacy continued

Writing Activity 1: Compound sentences – Student to use the conjunction 'when' to combine two sentences. When, can be used at the start or between the two sentences. Students to complete the activity in the exercise book.



Writing Activity 2: Hang Up and Drive - Student needs to cut out and reconstruct a persuasive text in the correct order. The structure for a persuasive text is: title, introduction (states the opinion of the writer), 2-3 paragraphs that explain the reasons why, conclusion (summarises the reasons and reinforces the writer's opinion) To be glued into exercise book. Parent can mark with the student.

Writing Activity 3: Mobile phones should be allowed at school? Student to brainstorm reasons for allowing phones at school and not allowing phones at school. (back of planning sheet) Student then uses the planning sheet to plan their point of view. Each point needs a key detail that supports the main idea and supporting details that give a personal example.

Lunch

Post break activity

Silent reading (minimum 15 minutes) – Student to read a novel of their own choice. By the second week he/she will need to complete a book review.

Numeracy

Mental Maths: Multiplication Grid Activity See sheet for instructions. This time is a good opportunity for the student to make a concerted effort to learn all times tables from 1-10. This would be a huge benefit for the student in regard to future maths concepts.


Basic facts skills - Student complete basic fact sheet. Student should be able to complete the activity in 2 minutes

Maths Activity: Interpreting Information from timetables Student to complete maths sheet. Answers to be done in exercise book.







Afternoon Break

Specialist Subjects - Science

The student has two experiments that will go over the next two weeks. One involves the chemical changes that occur in cooking and the other involves conducting an experiment and recording the results over a two-week period. Could the results please be emailed back to Mrs Gwatkin. The email is on the bottom of the sheet.



Fitness BINGO

| | | |
|--|---|---|
|  <p>4 heel touches</p> |  <p>12 side to side jumps</p> |  <p>8 high knee lifts</p> |
|  <p>10 backwards forwards jumps</p> | <p>Free Choice</p> |  <p>Shuffle on the spot for 30 seconds</p> |
|  <p>Hop on one leg for 30 seconds</p> |  <p>8 step touches</p> |  <p>10 squats</p> |

What's a comprehension section?

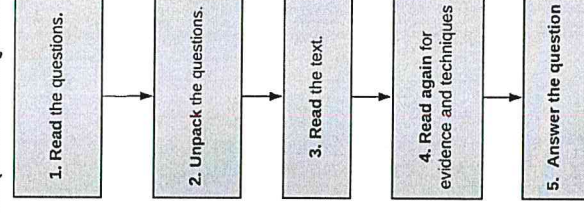
A comprehension section is where you are given a feature article, an extract from a novel or short story, or a poem that you haven't seen before. You need to read the text and then answer a series of questions on it.

How to answer comprehension questions – Step-by-step

The process we'll look at is:

- > Step 1: Read the questions
- > Step 2: Unpack the questions
- > Step 3: Read the text
- > Step 4: Read for relevant information and techniques
- > Step 5: Answer the questions – Multiple choice, or
- > Step 5: Answer the questions – written responses
 - > Identify and restate the keywords in the question

How to Answer
Comprehension Questions



The Hummingbird Garden

Story by Stuart Baum
Illustrations by Gryffon



Malik sighed a heavy sigh.

His teacher had assigned him homework: finishing a story that was already half written. The teacher gave everyone two stories, both of which were half written, and the children had to finish one of them.

The first story was about two trees in the woods talking to each other. It was simply too dull for words.

A thin raspy voice near him, said, "Interesting way to put it."

Malik looked around his room. Not much to look at. A bed. A bureau with the drawers open and clothes hanging out. A bookshelf with toys and books and other stuff. A desk, where he was sitting now with a pencil, a pad of paper, and a glass of water. A circular rug on the floor. And on a table in the corner there was a small plant, half brown and half green.

Nothing could have said anything, thought Malik. It must just be my imagination.

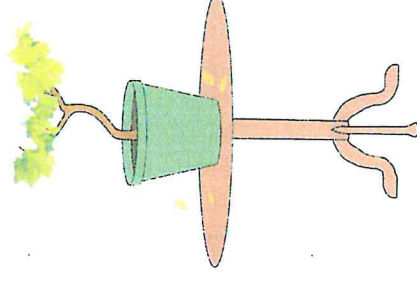
The same small, raspy voice said, "That's good to know."

"What's good to know?" Malik asked the unseen voice.

"That you *have* an imagination," was the reply.

Malik shrugged and started reading the other half-finished story. This half story was about a blue bottle on a shelf that had something small inside it. You were supposed to guess at what the object was and write the rest of the story. Probably just a penny, thought Malik.

Suddenly there was a rattling sound. *Chi-chink, chinkita-chink.*



Malik looked around at his same plain room. The same bed. The same bureau. The same plant on a table in the corner ... Was it *closer* now? The same shelves with the same books and games and... Was that blue bottle *always* there?

The thin, raspy voice said, "No. It's new."

And, again, the rattling sound. *Chi-chinkita, chinka-chink.*

Malik pinched himself. No, I am not dreaming. Good thing, he thought, I have to finish this story before I go to bed.

He wondered which story he would tackle.

The dull trees talking one. Trees don't talk. And if they did what would they say?

The raspy voice, very softly, but somehow even closer, said, "Maybe that they are *really* thirsty."

Or the blue bottle with something inside it. Who cares about some dumb penny?

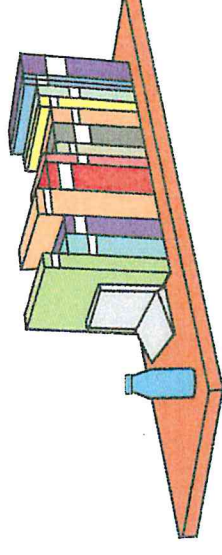
The rattle was louder now. *Cha-chink. Cha-chink! Cha-CHINK!*

Sounds more like a quarter, thought Malik.

Suddenly, Malik realized that the room was answering his thoughts. The talking plant, the rattling blue bottle with something inside.

He looked right at the plant. Now that he really looked at it, maybe for the first time ever, he realized it was more like a small tree than a plant. And it looked like it needed water.

"What would you say if you could talk?" he asked the small tree.



The thin, parched voice, which seemed to come from nowhere, said, "First I would ask for a drink."

"And then?" prompted Malik.

"First I would ask for a drink," repeated the tree.

Easy enough, thought Malik. He grabbed the glass of water from his desk and poured it into the tree's dirt.

The voice was still thin, but now less dry and raspy. "Thank you."

Less dry and raspy, thought Malik, but before he could ask if the tree wanted more water, the tree said, "That was plenty, thanks. It takes some time for the water to get to my leaves."

The blue bottle rattled again. *Chi-chinkita, chinka-chink.*

"Maybe you should look," suggested the plant.

Malik began to sigh out of habit, but realized he was not bored. He was actually curious to learn what was inside this new blue bottle.

"I hope it's not a penny," he said aloud.

"As do I," said the tree.

So Malik picked up the surprisingly heavy blue bottle, tipped it over and shook the object into his hand. It was a small brown coin.... a penny.

Disappointing, thought Malik.

"Look more closely," prodded the tiny tree, which was now more green than brown and had perked up a bit.

Malik went to put the blue bottle down, but then realized he was no longer holding the blue bottle. It had disappeared. Right from his hand! He looked around, but the blue bottle was nowhere to be seen.

That's odd, thought Malik.

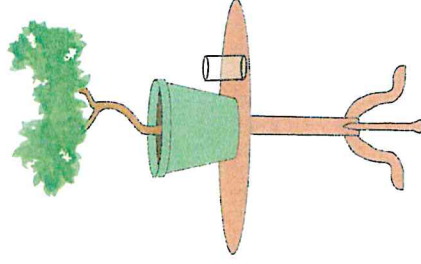
The tree said, "Not as odd as some other things."

Malik looked closely at the penny in his hand, but it *wasn't* a penny. It was a token.

A token that read "**ADMIT ONE**" and something else covered in grime. He wet his finger and rubbed the penny to read: "**First Street Hummingbird Garden.**"

"What's a 'hummingbird garden?'" he asked aloud, looking at the small tree, which by now had completely regained its green coloring. It even looked a bit taller, more tree-like.

The tree asked, "What do you *think* it is?"

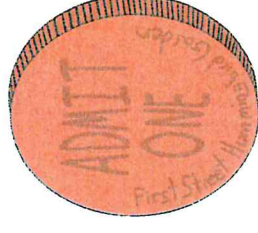


The boy answered, "I guess like a butterfly garden, an enclosed area you can be with butterflies, but for hummingbirds."

The tree exclaimed, "Wouldn't *that* be lovely!" And, suddenly – pop, pop, pop – three tiny white flowers appeared on the tree.

Malik stared at the coin. "Admit One," he read aloud. "This hummingbird garden must have existed at one time." He continued to read: "First Street. The school is on 38th street so I bet there's a First Street in this town."

He placed the coin on his desk.



"Don't go anywhere," he said to the tree. "I have to go ask my Dad about this."

Malik ran from the room.

He returned excited, talking at a very fast, breathless pace. "My Dad said that First Street used to be a giant amusement park with rides and parks. He was just a boy when they closed it down, and he doesn't remember a hummingbird garden, and now it's a broken down area with empty lots and piles of garbage, but he also said what you said, 'Wouldn't that be lovely!' and-"

Malik stopped suddenly. The little tree was back in the corner, more brown than green. It had no white flowers. And its dirt was bone dry.

In a panic, he looked at his desk where he put the coin and ... it was still there!

ADMIT ONE. First Street Hummingbird Garden.

He sighed a happy sigh and picked up his pen. He still had to complete the assignment, so he wanted to write this all down, quickly, before he forgot. Even though none of it had really happened. Or had it?

He wrote:

The first story was about two trees in the woods talking to each other. It was simply too dull for words.

Then he stopped suddenly. Before he wrote another word, he had to do something. He had to water his small, thirsty tree.

Not Yet The End



Two days later, the teacher was returning the assignments and said, "As you know, these were not graded and everyone who turned it in did a great job, but I want to say something about Malik's story."

The other children looked at Malik and, sadly to Malik, many expected he was in trouble.

One asked, "Did he do something wrong?"

The teacher laughed. "Well, yes and no. We were supposed to pick *one* story to finish and Malik kind of finished them *both* together. And..." he smiled at Malik, "...it's really quite wonderful."

Still Not Yet The End



Twenty years later, Malik Callaway, now all grown up, walked up to the ticket taker at the brand new First Street Hummingbird Garden.

He had decided to rebuild the amusement park on First Street, complete with the rides and parks and, of course, the hummingbird garden. He filled it with small trees with white flowers, just like the one in his room while he was growing up.

The young man at the ticket counter asked him for his ticket and Malik smiled. He reached into his pocket and pulled out an old brown coin and handed it to the man.

The man said, "Sorry, sir, but we only accept tickets here, not coins or tokens."

Malik laughed. He said to the ticket taker, "I think you will see that *this* coin will work just fine."

The End



For more stories, writing activities (*very much like the ones Malik and his teacher used*) and reading lists, please visit: <https://www.StuartStories.com>

To view more illustrations by Gryffon, visit: <https://www.instagram.com/wildwood.arts/>

The Hummingbird Garden - Post Reading Activities

Tuesday 28 April: Summary - the student is to write a summary of the events that happened in the story. (Exercise book) It needs to be shorter than the original text, written in the student's own words and identifies the main ideas only.

Wednesday 29 April: 1. Drawing – In the story Malik described his bedroom. Using this information try to draw (a bird's eye view) what Malik's bedroom would look like. To be done in your exercise book.

2. Description – An author writes to create images in the readers' head. Do you think the author used enough description in describing Malik's bedroom? Why/Why not? What do you think the author could do to improve the description? Write your answers in the exercise book. Now it's your turn. Go into your bedroom, look around and then write a description to describe your bedroom. Use detail to try to create an image in the readers' head. Read your description to your parent/siblings, see if they can see what you are describing.

Thursday 30 April: 1. Interviewer - It is your job to choose a character and write 5 thoughtful questions to ask this character. In this case it could be Malik as the boy, Malik as the man or the tree in the bedroom. Your questions need the character to explain his answer, not just a yes no question. Once you have asked the questions write a response you think the character would say. In your exercise book write the first question then the answer until all questions have been answered.

2. Quiz master - It is your job to write a 10 question quiz that the answers can be found in the section you have read. If I am able, I will put up your quiz question on the school website for you to answer other students' questions.

Friday 1 May: 1. How much do you know about a Hummingbird? You can go online to find information, watch <https://www.youtube.com/watch?v=IJbPMxtzrgM> or see the attached fact sheet. Find 7 facts that you have found interesting. Once they are found you are to create a poster to inform others about the hummingbird. To be done on a new page in your exercise book.

NAME: _____ DATE: _____

DIRECTIONS

Read the text and then answer the questions.

What do you eat for breakfast? A good breakfast is an important part of staying healthy and active. Your body requires the energy you get from food. It uses that energy to help you grow, move, and think. When you eat a healthy breakfast, your brain works better. You can focus in class, learn more, and do better in school. A healthy breakfast also helps you to avoid feeling hungry. You can make better food choices when you eat lunch and have snacks later in the day. When you eat a healthy breakfast, you have more energy. This way you can enjoy doing more things. A healthy breakfast also helps your hands and eyes work together better, making it easier for you to play sports. So don't skip breakfast! It's a very important meal.

SCORE

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

____ / 5
Total**1.** Which type of image would tell a reader more about this text?

- (A) a picture of a hand
- (B) a picture of a healthy breakfast
- (C) a fast-food menu
- (D) a calendar showing the day's schedule

2. What does the text tell a reader about why it is important to eat breakfast?

- (A) Your body needs the energy you get from food.
- (B) Your brain does not work well if you eat breakfast.
- (C) You get very hungry if you eat breakfast.
- (D) It is hard to make good food choices if you eat breakfast.

3. Which word from the text does **not** make a new word by adding the prefix *re-*?

- (A) think
- (B) uses
- (C) works
- (D) brain

4. How many adjectives are in the following sentence: *A good breakfast is an important part of staying healthy.*

- (A) four adjectives
- (B) five adjectives
- (C) two adjectives
- (D) three adjectives

5. What do people do when *avoiding* something?

- (A) buy it
- (B) like it
- (C) make it
- (D) stay away from it

Part A: Morphographs

1. What are all words made up of? _____
2. What's the rule about all morphographs?

3. What does the morphograph "less" mean: _____
4. Find 5 words that have the morphograph "less" and complete the following:

help + less = helpless which means _____ help

5. What does the morphograph "mis" mean: _____
6. Find 5 words that have the morphograph "mis" and complete the following:

mis + judge = misjudge which means _____ judge

7. Break these words into their morphographs

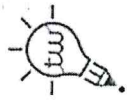
| | | | | |
|-------------|---|-------|---|-------|
| Breakable | = | _____ | + | _____ |
| Doubtful | = | _____ | + | _____ |
| Matchless | = | _____ | + | _____ |
| Misshape | = | _____ | + | _____ |
| Resourceful | = | _____ | + | _____ |
| Powerless | = | _____ | + | _____ |
| Worthless | = | _____ | + | _____ |
| Thoughtless | = | _____ | + | _____ |
| Shameless | = | _____ | + | _____ |
| throughout | = | _____ | + | _____ |

8. Finale E

Rule: When a word ends in an e and you add a morphograph that begins with a vowel letter you must drop the final e

| | | | | |
|--------|---|------|---|-------|
| quote | + | able | = | _____ |
| fine | + | al | = | _____ |
| wide | + | ly | = | _____ |
| stare | + | ing | = | _____ |
| crease | + | ed | = | _____ |
| clap | + | ing | = | _____ |
| solve | + | ing | = | _____ |
| value | + | able | = | _____ |
| kind | + | ness | = | _____ |
| time | + | less | = | _____ |

Better joining words



There are many better ways of joining sentences.

Such words as **when, as, after, before, because, if, while, since, though, although** are good joining words.

Study the following sentences and notice how they are joined.

Example: 1. I was going home. It rained heavily.

Joined: When 1 was going home it rained heavily. (Or) It rained heavily when I was going home.

Use **when** to join these pairs of sentences.

- (a) We had finished our game. We put away our toys.
- (b) The wind dropped. It was much warmer.
- (c) Our baby was two years old. She had her photograph taken.
- (d) Mum lay down to rest. We did not make a noise.
- (e) We had finished our homework. We looked at television.

Complete the following sentences:

- (a) The boys laughed when _____
- (b) When _____ we have to stay indoors.
- (c) When _____ the children went to bed.
- (d) The lion roared when _____
- (e) When 1 had finished reading my book _____

Cut Mobile phones can be a vital link in emergencies, but drivers need to use them wisely. As professional NASCAR racer John Andretti says, "Driving safely is your first responsibility." The best road to safety is to just hang up and drive.

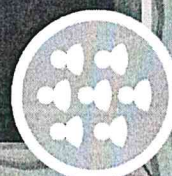
Cut *The New England Journal of Medicine* reported that "motorists using a mobile phone were four times more likely to have an accident than those not using a phone." The major problem is that the driver is not focused on the road, but on his or her conversation. Mobile phone drivers are very unpredictable: they weave, tailgate, drive too fast or too slow, make improper turns, run red lights, and even stop at green ones. It's not only annoying; it's hazardous. Mobile phone-related accidents include rear-ending vehicles; running off a road and crashing into trees, fences, and buildings; flipping over; and having head-on collisions. Many of these accidents result in fatalities. In October at the California Traffic Safety Summit, experts testified that "mobile phones used by drivers lead to at least 1,000 deaths per year in California." These are the same problems that occur with drunk driving, which is strictly outlawed and harshly enforced. For the same reasons, countries need laws that restrict the use of mobile phones in cars.

Cut Hang Up and Drive

Cut Until we take action to pass new laws, drivers at least need to be more responsible when using mobile phones. The RAC recommends that drivers pull off the road before using a mobile phone, have a passenger use it for them, or use voice mail to answer calls. Another suggestion is to keep the phone off while moving or simply not use it in the car. Before using a mobile phone, drivers should think to themselves, "Is this call really that important?"

Cut You see it every day, especially in freeway traffic. A car is weaving back and forth, speeding up then slowing down, or suddenly stopping. No, it's not a drunk driver. It's a mobile phone driver. Mobile phones are used everywhere, but on the road they are a dangerous distraction to drivers and should be prohibited.

Mobile phones
should be
allowed at
schools



Main Idea

Key Details

Key Details

Key Details

TIMES TABLES

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| 5 | 5 |
| 6 | 6 |
| 7 | 7 |
| 8 | 8 |
| 9 | 9 |
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| 11 | 11 |
| 12 | 12 |

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| 7x | |
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| 121 | 121 |
| 132 | 132 |

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| 72 | 72 |
| 84 | 84 |
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| 108 | 108 |
| 120 | 120 |
| 132 | 132 |
| 144 | 144 |

MISCHOLASTIC

Instructions

- [illegible]

Day 1

Total _____/100

[illegible]

a. $5 \times 9 = \underline{\hspace{2cm}}$

b. $28 \div 7 = \underline{\hspace{2cm}}$

c. $3 \times 2 = \underline{\hspace{2cm}}$

d. $14 - 6 = \underline{\hspace{2cm}}$

e. $6 \times 4 = \underline{\hspace{2cm}}$

f. $8 \div 8 = \underline{\hspace{2cm}}$

g. $\underline{\hspace{2cm}} = 8 \times 8$

h. $81 \div 9 = \underline{\hspace{2cm}}$

i. $7 \times \underline{\hspace{2cm}} = 21$

j. $8 + 8 = \underline{\hspace{2cm}}$

k. $8 \times 1 = \underline{\hspace{2cm}}$

l. $35 \div 5 = \underline{\hspace{2cm}}$

m. $4 + \underline{\hspace{2cm}} = 9$

n. $9 \times \underline{\hspace{2cm}} = 45$

o. $\underline{\hspace{2cm}} = 8 + 6$

p. $9 \times 7 = \underline{\hspace{2cm}}$

q. $8 + 9 = \underline{\hspace{2cm}}$

r. $36 \div 4 = \underline{\hspace{2cm}}$

s. $\underline{\hspace{2cm}} = 9 \times 7$

t. $11 - 3 = \underline{\hspace{2cm}}$

Interpreting Information in Timetables

Days of the week

Mental Timetables

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|-------------|-------------|------------------|-----------|----------------|----------|
| 9.00–9.30 | Spelling | Spelling | Spelling | Spelling | Spelling |
| 9.30–10.30 | Math | Math | Math | Math | Math |
| 10.45–11.30 | Reading | Phys. Ed | Reading | Phys. Ed | Reading |
| 11.30–12.00 | Handwriting | Reading | English | Reading | Music |
| 12.45–1.30 | Science | Creative Writing | English | Social Studies | Library |
| 1.30–2.00 | Science | Creative Writing | Science | Social Studies | Library |
| 2.10–2.40 | Art | Social Studies | Health | Drama | Sport |
| 2.40–3.10 | Art | Oral English | Health | Literature | Sport |

- 1 How much time is spent on Spelling during the week? ...
- 2 How much time is spent on Reading during the week? ...
- 3 When is Music taken? ...
- 4 How much time is taken on Social Studies during the week? ...
- 5 How much time has been taken up on Sport and Phys. Ed? ...
- 6 When is Handwriting taken? ...
- 7 Which has more time — Art or Library? ...

Written Timetable

A year 6 class from Langford went on an excursion to Fremantle. They planned to visit a number of interesting sights. Here is a timetable of their trip.



| | | | | | | | | | |
|--------------|---------------------------------|--------------|-------------------------|--|-------|--------------------------|--------------------------|-------------------|---------------|
| 9.15 am | 10:00 | 10.30 | 10.45 | | 12.15 | 12.45 | 1.30 | 2.30 | 3.15 |
| Leave School | Arrive Fremantle Port Authority | Leave F.P.A. | Arrive Fremantle Museum | | Lunch | Tour Fisherman's Harbour | Visit Fremantle Hospital | Depart for School | Arrive School |

- 1 What was the total duration of the excursion? ...
- 2 How long did they stay at the Fremantle museum? ...
- 3 How long did they take to have lunch? ...
- 4 How long did they tour Fisherman's Harbour? ...
- 5 What was the total amount of time used travelling to and from Fremantle? ...

Written Time tables

Look carefully at this train timetable.

| City to Fremantle — Monday to Friday | | | | | | | | | | | | | | | | |
|--------------------------------------|------------|------------------|---------|---------|--------------|------------|----------|-----------|------------|-----------|-----------|-------------|--------------|---------|-----------------|-----------|
| City | West Perth | West Leederville | Subiaco | Daglish | Shenton Park | Karrakatta | Loch St. | Claremont | Swanbourne | Grant St. | Cottesloe | Mosman Park | Victoria St. | Lighton | North Fremantle | Fremantle |
| Dep. | Dep. | Dep. | Dep. | Dep. | Dep. | Dep. | Dep. | Dep. | Dep. | Dep. | Dep. | Dep. | Dep. | Dep. | Dep. | Arr. |
| 6.50 | 6.52 | 6.55 | 6.58 | 6.00 | 6.02 | 6.04 | 6.06 | 6.08 | 6.10 | 6.12 | 6.14 | 6.16 | 6.18 | 6.20 | 6.22 | 6.25 |
| 6.15 | 6.17 | 6.20 | 6.23 | 6.25 | 6.27 | 6.29 | 6.31 | 6.33 | 6.35 | 6.37 | 6.39 | 6.41 | 6.43 | 6.45 | 6.47 | 6.50 |
| 6.30 | 6.32 | 6.35 | 6.38 | 6.40 | 6.42 | 6.44 | 6.46 | 6.48 | 6.50 | 6.52 | 6.54 | 6.56 | 6.58 | 7.00 | 7.02 | 7.05 |
| 6.45 | 6.47 | 6.50 | 6.53 | 6.55 | 6.57 | 6.59 | 7.01 | 7.03 | 7.05 | 7.07 | 7.09 | 7.11 | 7.13 | 7.15 | 7.17 | 7.20 |
| 7.00 | 7.02 | 7.05 | 7.08 | 7.10 | 7.12 | 7.14 | 7.16 | 7.18 | 7.20 | 7.22 | 7.24 | 7.26 | 7.28 | 7.30 | 7.32 | 7.35 |
| 7.15 | 7.17 | 7.20 | 7.23 | 7.25 | 7.27 | 7.29 | 7.31 | 7.33 | 7.35 | 7.37 | 7.39 | 7.41 | 7.43 | 7.45 | 7.47 | 7.50 |
| 7.30 | 7.32 | 7.35 | 7.38 | 7.40 | 7.42 | 7.44 | 7.46 | 7.48 | 7.50 | 7.52 | 7.54 | 7.56 | 7.58 | 8.00 | 8.02 | 8.05 |
| 7.45 | 7.47 | 7.50 | 7.53 | 7.55 | 7.57 | 7.59 | 8.01 | 8.03 | 8.05 | 8.07 | 8.09 | 8.11 | 8.13 | 8.15 | 8.17 | 8.20 |
| 8.05 | 8.07 | 8.10 | 8.13 | 8.15 | 8.17 | 8.19 | 8.21 | 8.23 | 8.25 | 8.27 | 8.29 | 8.31 | 8.33 | 8.35 | 8.37 | 8.40 |
| 8.20 | 8.22 | 8.25 | 8.28 | 8.30 | 8.32 | 8.34 | 8.36 | 8.38 | 8.40 | 8.42 | 8.44 | 8.46 | 8.48 | 8.50 | 8.52 | 8.55 |
| 8.42 | 8.44 | 8.47 | 8.50 | 8.52 | 8.54 | 8.56 | 8.58 | 9.00 | 9.02 | 9.04 | 9.06 | 9.08 | 9.10 | 9.12 | 9.14 | 9.17 |
| 9.02 | 9.04 | 9.07 | 9.10 | 9.12 | 9.14 | 9.16 | 9.18 | 9.20 | 9.22 | 9.24 | 9.26 | 9.28 | 9.30 | 9.32 | 9.34 | 9.37 |
| 9.20 | 9.22 | 9.25 | 9.28 | 9.30 | 9.32 | 9.34 | 9.36 | 9.38 | 9.40 | 9.42 | 9.44 | 9.46 | 9.48 | 9.50 | 9.52 | 9.55 |
| 9.40 | 9.42 | 9.45 | 9.48 | 9.50 | 9.52 | 9.54 | 9.56 | 9.58 | 10.00 | 10.02 | 10.04 | 10.06 | 10.08 | 10.10 | 10.12 | 10.15 |
| 10.00 | 10.02 | 10.05 | 10.08 | 10.10 | 10.12 | 10.14 | 10.16 | 10.18 | 10.20 | 10.22 | 10.24 | 10.26 | 10.28 | 10.30 | 10.32 | 10.35 |
| 10.20 | 10.22 | 10.25 | 10.28 | 10.30 | 10.32 | 10.34 | 10.36 | 10.38 | 10.40 | 10.42 | 10.44 | 10.46 | 10.48 | 10.50 | 10.52 | 10.55 |
| 10.40 | 10.42 | 10.45 | 10.48 | 10.50 | 10.52 | 10.54 | 10.56 | 10.58 | 11.00 | 11.02 | 11.04 | 11.06 | 11.08 | 11.10 | 11.12 | 11.15 |
| 11.00 | 11.02 | 11.05 | 11.08 | 11.10 | 11.12 | 11.14 | 11.16 | 11.18 | 11.20 | 11.22 | 11.24 | 11.26 | 11.28 | 11.30 | 11.32 | 11.35 |
| 11.20 | 11.22 | 11.25 | 11.28 | 11.30 | 11.32 | 11.34 | 11.36 | 11.38 | 11.40 | 11.42 | 11.44 | 11.46 | 11.48 | 11.50 | 11.52 | 11.55 |
| 11.40 | 11.42 | 11.45 | 11.48 | 11.50 | 11.52 | 11.54 | 11.56 | 11.58 | 12.00 | 12.02 | 12.04 | 12.06 | 12.08 | 12.10 | 12.12 | 12.15 |

Note: pm times are printed in colour.

- 1 How many stops after leaving the city does the train make? . . .
- 2 Name the fourth stop after Daglish? . . .
- 3 How many departures are there from the West Perth station? . . .
- 4 If you joined the train at Daglish at 6.00 am, when would the train arrive at Grant St? . . .
- 5 What is the last time in the morning that the train leaves Loch St . . .
- 6 If you left the City at 8.20 am, what time would you expect to reach Fremantle? . . .
- 7 If you join the train at West Leederville at 10.25, will you be able to meet a friend at 10.50 am at the Victoria St. Station? . . .
- 8 How long does it take to get from Claremont to Swanbourne? . . .
- 9 How long does it take to get from Subiaco to Mosman? . . .
- 10 How much time between the first and second departures from the city? . . .

Year 6

Chemical Sciences- Cooking

Focus: Irreversible changes: A physical or chemical change in a material that cannot be undone.

Inquiry question: How is cooking biscuits an irreversible and chemical change?

Background information: In Term 1, students have been learning about reversible and irreversible changes of materials. A chemical change occurs when the particles that make up two or more substances are rearranged to form a new substance. This video explains further about chemical changes and baking/cooking: https://www.youtube.com/watch?v=37pir0ej_SE

Materials:

- Basic biscuits dough recipe (if you have a better recipe or family favourite please feel free to use instead) Attached PDF worksheet: *Basic biscuits dough recipe*
- Ingredients for biscuit recipe: butter, caster sugar, vanilla essence, egg and plain flour. (amounts are found on the *Basic biscuits dough recipe* worksheet or your own recipe)
- A cooking tray (to put the biscuits on and cook in the oven)
- Baking paper or oil spray (so the biscuits don't stick to the tray)
- Oven
- Bowl
- Electric mixer
- Mixing spoon
- Attached PDF worksheet: *Cooking experiment - 1* (Page 52)
- Attached PDF worksheet: *Cooking experiment - 2* (Page 53)
- Attached PDF worksheet: *Chemical changes* (Page 54)

Safety: Please ensure this experiment is supervised, as cooking and using an oven can be a possible hazard.

Steps:

Cooking suggestion: For the experiment use 1 or 2 cookies as examples for the observations and allow the rest to cook normally.

1. Collect all materials needed to do the experiment. (Use those items you have available at home; it is not expected that you purchase the examples you may not have.)
2. Using the attached *Basic biscuits dough recipe* worksheet, complete the steps 1-4 in the method. (Make the dough/mixture and being ready to place in the oven)
3. Before placing in the oven to cook, write your observations in the 'before cooking' section of the *Cooking experiment - 2* worksheet. This should include; what is the temperature, colour, smell, size and consistency?
4. Place biscuits (safely) into the oven.
5. While waiting for the biscuits to cook, start filling out the *Cooking experiment - 1* worksheet with the help of your *Basic biscuits dough recipe* worksheet. (This should include; the ingredients, equipment and procedure of the cooking experiment.)

6. Half way through cooking (approximately 6 minutes in), pull the biscuits out of the oven to make observations like you did previously in step 3. Write your observations in the 'during cooking' section of the *Cooking experiment - 2* worksheet.
7. Place the biscuits (safely) back into the oven.
8. While waiting for the biscuits to finish cooking, continue filling out the *Cooking experiment - 1* worksheet with the help of your *Basic biscuits dough recipe* worksheet.
9. After 12-15 minutes, take biscuits out of the oven (safely).
10. Then write your observations in the 'immediately after cooking' section of the *Cooking experiment - 2* worksheet.
11. You may now eat some of the cookies once they have cooled down ☺

Conclusion: Questions to talk/work through together about the experiment

1. Using the *Chemical changes* worksheet, answer questions 1-5 in FULL sentence answers. For example;

Question 1: The heat was/wasn't absorbed by the biscuits. I believe this occurred because _____.

Question 2: The colour of the biscuits did/didn't change. I believe this occurred because _____.

Question 3: A smell was/wasn't produced. This occurred because _____.

Question 4: Gases were/weren't produced through evaporation. I believe this occurred because _____.

Question 5: I believe that the reaction can/can't be reversed because _____.

I hope you have fun with this experiment. ☺ If possible, could you please email your findings, worksheets and any pictures of your experiment to Melissa.Gwatkin@education.wa.edu.au

Chemical Sciences- Rusting

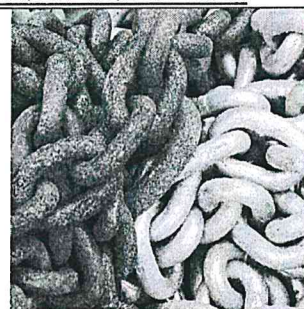
Focus: Irreversible changes: A physical or chemical change in a material that cannot be undone.

Inquiry question: What elements are needed for rust to form?

Background information: In Term 1, students have been learning about reversible and irreversible changes of materials. Rust is an example of an irreversible change. Iron + water + oxygen = rust (iron oxide) This video explains what is rust: https://www.youtube.com/watch?v=uS4G_R9ReEM

Materials:

- 5 jars/containers with lids
- 5 balls of fine steel wool or a nail (something metal to possibly turn into rust)
- Salt
- Water (tap, salt and boiling)
- Oil
- Attached PDF worksheet: *Rusting experiment* (page 59)
- Attached PDF worksheet: *Rusting experiment - Observations of rust*



Safety: Please ensure this experiment is supervised, as using some materials can be a possible hazard.

Steps:

1. Collect all materials needed to do the experiment. (Use those items you have available at home; it is not expected that you purchase the examples you may not have.)
2. **Prediction:** talk together about which jars you think will or won't rust. Do you think one will rust quicker than another? Write your predictions in the 'predict the results' section of the table of the *Rusting experiment* worksheet.
3. Set up each jar with the materials listed in the 'test conditions' section of the *Rusting experiment* worksheet.
e.g. Test 1 = Air only Test 2 = Rock salt only Test 3 = Tap water and air
4. Place your steel wool/nail metal object into each jar. (one per jar)
5. Draw what each jar looks like in the 'test conditions' section of the *Rusting experiment* worksheet.
6. Complete the 'identify the variables' section of the *Rusting experiment* worksheet. The image to the right will help you with what each variable means. -->
7. Spend the next 2 weeks making observations of the changes (if there are any). Use the attached *Rusting experiment - Observations of rust* worksheet to present your findings. - 2 observations per week.
8. An example of this experiment can be found at: https://www.youtube.com/watch?v=LQ-prcAHM_U

The Cornell Lab of Ornithology

BirdSleuth K-12

Science experiments use...

Independent Variable

the one factor that is changed by the person doing the experiment

Dependent Variable

the factor which is measured in the experiment



Constants/Controls

All the factors that stay the same in an experiment



Conclusion: Questions to talk/work through together about the experiment

1. Were your predictions correct? If not, why do you think they weren't correct?
2. Rust is a common problem within households and sheds, what are some things you could do within your home to minimise rust forming?
3. Air (oxygen) and water are key components to develop rust in a metal. Where and what is an example of rust that has occurred in your home?

I hope you have fun with this experiment. ☺ If possible, could you please email your findings, worksheets and any pictures of your experiment to Melissa.Gwatkin@education.wa.edu.au



Cooking experiment – 1

Ingredients:

Equipment:

Procedure:



Oven temperature: _____

Cooking time: _____

Observations and measurements:

When to observe:

- ☐ Before the biscuits are placed in the oven.
- ☐ Halfway through the cooking time.
- ☐ Immediately after cooking.

What to observe:

- ☐ The temperature of the biscuits.
- ☐ The colour of the biscuits.
- ☐ The smell of the biscuits.
- ☐ The size of the biscuits.
- ☐ The consistency of the biscuits.



Chemical changes in baking

A chemical change is a change in which two or more substances react together to form a new substance. We can identify if a chemical change has taken place by observing the changes during or after the cooking process.

Signs a chemical change may have taken place:

- ✓ Heat was absorbed or produced.
- ✓ The colour of the substance changed.
- ✓ A smell was produced.
- ✓ Gases were produced.
- ✓ The reaction can't be reversed.

Evidence of a chemical change during cooking

1. Was heat absorbed by the biscuits? Explain.

2. Did the colour of the biscuits change? Explain.

3. Was a smell produced? Explain.

4. Were gases produced through evaporation? Explain.

5. Can the reaction be reversed? Explain.



Cooking experiment – 2

| Immediately after cooking | | | | | |
|---------------------------|--|--|--|--|--|
| During cooking | | | | | |
| Before cooking | | | | | |
| Temperature | | | | | |
| Colour | | | | | |
| Smell | | | | | |
| Size | | | | | |
| Consistency | | | | | |



Rusting experiment

Question:

What elements are needed for rust to form?

Equipment and ingredients:

- 5 jars with lids
- 5 balls of fine steel wool (keep it fluffy)
- Rock salt
- Tap water
- Saltwater
- Boiling water
- Vegetable oil

Test conditions:

Draw images to show how you will conduct each test.

Test 1



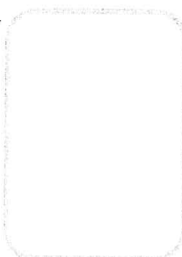
Air only

Test 2



Rock salt only

Test 3



Tap water and air

Test 4



Saltwater and air

Test 5



Water only

Identify the variables:

1. How will you control the amount of steel wool used in each test?

2. How will you control the amount of each element added to the tests?

(a) Salt: _____

(b) Water: _____

3. (a) Which three elements are being tested independently?

(b) What combinations of elements are being tested?

4. How will you know if the steel wool has rusted?

Predict the results:

In which test will the steel wool rust the most?

In which test will the steel wool rust the least?

Will all tests produce rust on the steel wool?

Which elements do you think are needed to produce rust?

Partner 1's prediction

| |
|--|
| |
| |
| |
| |

Partner 2's prediction

| |
|--|
| |
| |
| |
| |

Rusting experiment - Observations

Using the test conditions below, draw the changes in each test.

of
Rust

Day _____

Date _____

Test 1

Test 2

Test 3

Test 4

Test 5

Air only

Rock salt
only

Tap water
and air

Saltwater
and air

Water only

Day _____

Date _____

Test 1

Test 2

Test 3

Test 4

Test 5

Air only

Rock salt
only

Tap water
and air

Saltwater
and air

Water only

Day _____

Date _____

Test 1

Test 2

Test 3

Test 4

Test 5

Air only

Rock salt
only

Tap water
and air

Saltwater
and air

Water only

Day _____

Date _____

Test 1

Test 2

Test 3

Test 4

Test 5

Air only

Rock salt
only

Tap water
and air

Saltwater
and air

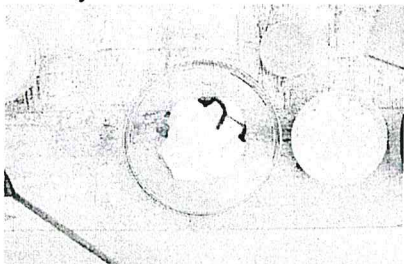
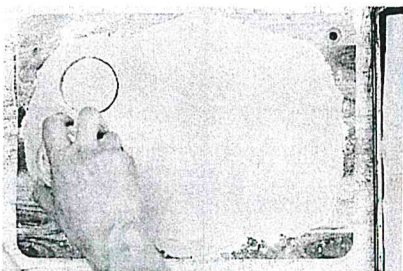
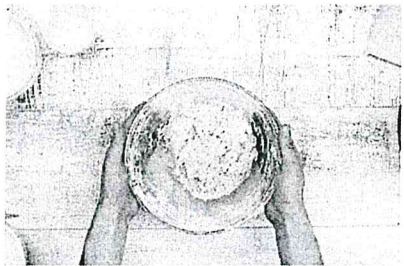
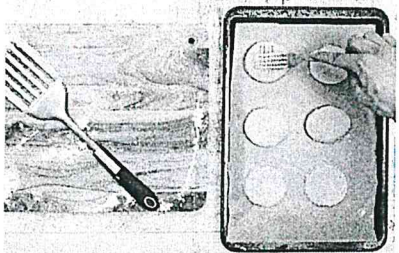

Water only

Basic Biscuit Dough Recipe

Ingredients

- 250 g butter softened
- 2/3 cup caster sugar
- 1 tsp vanilla essence
- 1 egg
- 2 1/4 cups plain flour sifted

Method

| | |
|---|--|
| <p>1. Mix butter, sugar and vanilla in a bowl with electric mixer, until light and creamy.</p>  | <p>4. Add flavourings and shape, as desired.</p>  |
| <p>2. Add egg and mix until combined.</p>  | <p>5. Bake at 180C for approximately 12-15 minutes.</p>  |
| <p>3. Stir in 2 cups of flour for a soft dough, or 2 1/4 cups of flour for a firm dough.</p>  | <p>6. Take out of the oven, wait to cool and then enjoy 😊</p> |